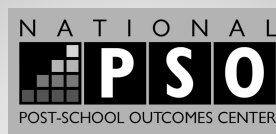


## Change is Good! Updates to the Post School Outcomes Survey (Ind. 14)

Requirements, Data Collection and Results

The following information was developed or adapted from materials provided by the National Post-School Outcomes Technical Assistance Center at the University of Oregon.



### Session Outcomes

- Understand New Indicator 14 requirements, measurement and definitions
- Review ADE/ESS revised PSO Survey Protocol and Data Application
- Preview data reports

### Critical Relationships

Quality IEPs  
(Indicator 13)



Staying in  
School, Not  
Dropping Out  
(Indicator 2)

Positive Post-  
School Outcomes  
(Indicator 14)

Graduating  
(Indicator 1)

Kohler (NSTTAC), 2007



### IDEA Purpose

**To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living**

IDEA Regulations §300.1(a)

### “Old” Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been:

- competitively employed;
- enrolled in some type of postsecondary school;
- or both

within one year of leaving high school.

### Revised Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. enrolled in higher education;
- B. enrolled in higher education or competitively employed; or
- C. enrolled in higher education or in some other postsecondary education or training or competitively employed or in some other employment

within one year of leaving high school.

## Essential PSO Terms

### What is the definition of “enrolled in higher education”?

Youth who have been enrolled on a full or part-time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.



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## “Higher Education” Questions

**Q:** How do we count a former student who is or has been enrolled in a 2- or 4-year community college, college or university in any of the following:

**Remedial classes**  
**Non-credit classes**  
**Classes such as public speaking, art, basic skills?**

**A:** All of these would be counted as higher education because enrollment is in a 2- or 4-year college.

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### What is the definition of “competitive employment” for the purposes of this collection?

“Competitive employment” means:

- Work for pay;
- At or above the minimum wage;
- In a setting with others who are nondisabled;
- For a period of 20 hours a week; and
- For at least 90 days at any time in the year since leaving high school.

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## **“Competitive Employment” Question**

**Q:** Can a PEA choose to NOT include "military" as competitive employment?

**NO**

**A:** Military is defined as competitive employment.

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## **What is the definition of “enrolled in post-secondary education or training”?**

Youth who have been enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program

(e.g., Job Corps, adult education, workforce development program, vocational technical school that is less than a 2-year program).



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## **“Post-Secondary Education or Training ” Questions**

**Q:** Is the list given in the definition, “(e.g., Job Corps, adult education, workforce development, vocational technical school which is less than a 2-year program),” an exhaustive list?

**A:** No, it is not exhaustive. Other programs such as rehabilitative services may also be included.

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## **What is the definition of “some other employment” for the purposes of this collection?**

**“Some other employment”** means:

- Work for pay or self-employed (NOT minimum wage);
- For at least 90 days at any time in the year since leaving high school (NO 20 hour/week minimum); and
- Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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## "Some Other Employment" Questions

**Q:** Does "*some other employment*" include sheltered and supported employment?

**A:**

**Yes**

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**Q:** Are the number of hours per week and earnings considered?

**A:** No, hours and wages are not considered.

*However*, the "*other employment*" needs to be "for a period of at least 90 days at any time in the year since leaving high school."

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**Q:** If a youth meets all the criteria of competitive employment except they are working 16 hours per week, is that "*other employment*?"

**A:** Yes, this is "*some other employment*," because the youth does not meet the 20 hour/week definition of "*competitive employment*."

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## "Competitive" and "Some Other Employment" Questions

**Q:** In the definitions for both employment categories, what does "at least 90 days at any time since leaving high school" mean?

**A:** "90 days" means:

Either 90 *cumulative* days or 3 months of continuous work at an average of 20 hours per week at any time in the year since leaving high school.

- The days need not be consecutive
- May include more than one job

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**Q:** What does "20 hours a week" mean?

**A:** "20 hours a week" includes:

- At least 20 hours a week for 90 cumulative days;
- 20 hours or more a week for 90 cumulative days; or
- An average of 20 hours a week for 90 cumulative days.

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**Q:** How do you count "supported employment?"

**A:** If it meets the criteria for "competitive employment" (e.g., 90 days, averaging 20 hours/week, and is at or above minimum wage), then it counts as "competitive employment."

If the criteria for competitive employment is not met, then it counts as "some other employment."

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### Other Q & A:

**Q:** How should 'stay at home parents' be counted?

**A:** Stay at home parents would be counted as "not engaged" for the SPP/APR.



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### Indicator 14 Measurement

### Highlight of Changes

- Considered a "New Indicator" for school year 2009-2010
  - New baseline reported in FFY 2009 SPP, due February 1, 2011
  - New baseline will represent students who left school during the 2008-2009 school year
- Report 3 percentages (A, B, C) and response totals for each of the defined outcome categories
- Each respondent is only counted once and in the "highest" outcome category

### Other Data Variables Needed for Federal Reporting

- Category of Disability
- Gender
- Race/Ethnicity
- Exit Reason

This demographic/exit data will be extracted from the data PEAs have uploaded to SAIS and will come from the same data "snapshot" used to generate Indicators 1 and 2 (graduation & dropout)

### What are the Indicator measure *denominators*?

For the three measures (A, B, and C), the denominator equals the **number of respondent leavers.**

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### What are the Indicator measure *numerators*?

First calculate the following:

- 1 = # of respondent leavers enrolled in "*higher education*"
- 2 = # of respondent leavers in "*competitive employment*"
- 3 = # of respondent leavers enrolled in "*some other postsecondary education or training*"
- 4 = # of respondent leavers in "*some other employment*"

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### Calculations

To calculate the indicator percentages, use the following:

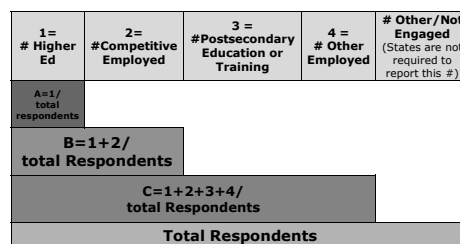
**A** = 1 divided by total respondents

**B** = 1 + 2 divided by total respondents

**C** = 1 + 2 + 3 + 4 divided by total respondents

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### Another Way to View I-14 Data



Remember! Each leaver is only counted once and in the "highest" category.

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## Completing Arizona's PSO Survey

### When do PEAs begin the PSO Survey data collection process?

Data collection starts when students have been out of school ***at least one year***

and describes engagement in specific activities ***within one year of leaving high school.***

### Which students are included in the data collection?

Students with IEPs who leave high school:

- with diplomas;
- by aging out; or
- by leaving early/dropping out.

**\*Note:** Exit reasons are extracted from SAIS using student data uploaded by PEAs.

Challenge: finding early leavers

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### When is PSO data collected by Arizona?

- July 1 through September 30



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### Which PEAs are required to participate in the PSO Survey?

- Per OSEP, each PEA serving students aged 16 or older must participate before the end of the six-year SPP/APR cycle.
- If a PEA has failed to participate prior to the final SPP year (SY 2010-2011), ADE/ESS enforcement actions may occur.

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### The New Arizona PSO Survey Protocol

- Consists of eight questions (see NPSO Data Collection Protocol on ADE website) addressing student engagement since leaving high school in:
  - Higher Education
  - Competitive Employment
  - Other Post Secondary Education or Training
  - Other Employment

### How is PSO data collected and reported by PEAs?

- One year prior to conducting the survey, identified PEAs collect accurate contact information on exiting students.
- One year post-student exit, PEAs conduct phone interviews using newly revised PSO Survey protocol and questions.
- Responses are recorded in PSO Survey Application through the ADE common logon.



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### Using PSO Data in Arizona and in PEAs

### Arizona uses PSO Data to:

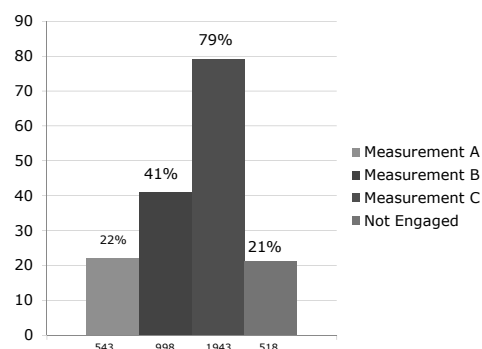
- Report at the national, state, and local levels through the SPP/APR;
- Set rigorous measurable targets to be included in the SPP/APR;
- Guide and improve transition services delivered to transition age youth with disabilities; and
- Engage stakeholders.

### What do you want to know about students with disabilities who exited your PEA?

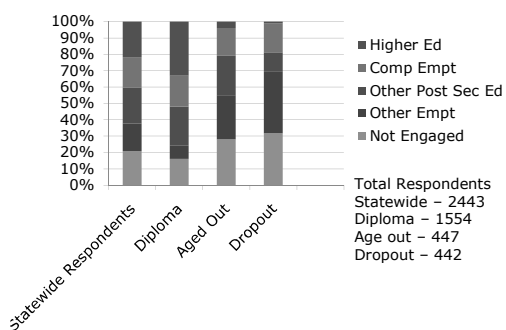
- For example:
  - What percentage of students with an emotional disability enrolled in college within one year of exit?
  - What percentage of females were competitively employed within one year of exit?
  - Are there differences in post school outcomes for students based on race/ethnicity?

### Examples of State or Local PSO Data

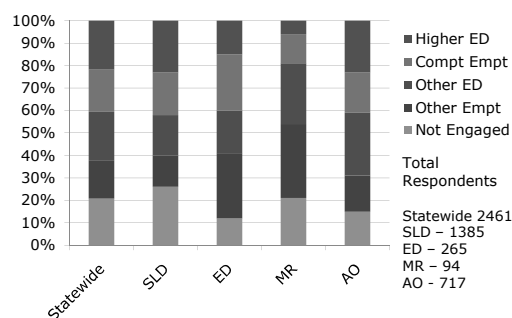
Post School Outcomes for 2008-2009 Leavers (Exiters)



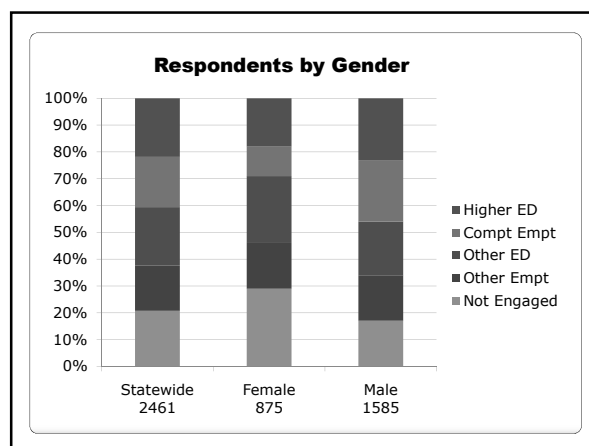
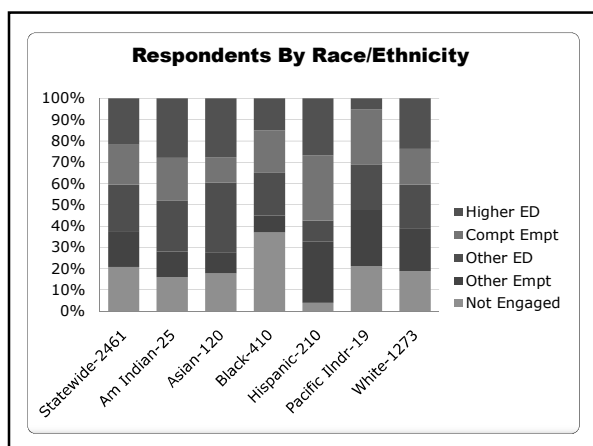
Respondents by Type of Exit



Respondents by Type of Disability







### Looking at Your PEA's data

- What action does your PEA need to take to improve or maintain the current outcomes?
- What policies and/or procedures may be contributing to or hindering outcomes for your students?
- What is the relationship between post school outcomes and your graduation and/or dropout rates?
- What further questions do you need to ask?

### Resources to Assist PEAs in Using PSO Data

- ADE/ESS PSO state and local reports, available by February 2011
- National Post-School Outcomes (NPSO) tools @[www.psocenter.org](http://www.psocenter.org)
  - Response calculator
  - District Data Use Toolkit
  - FAQs
- TA provided by ADE/ESS Transition Specialists

### Additional Assistance

- Consult the ADE/ESS transition website: [www.ade.az.gov/ess/SpecialProjects/transition](http://www.ade.az.gov/ess/SpecialProjects/transition)
- For questions regarding the survey application, contact [Kerrilyn.walker@azed.gov](mailto:Kerrilyn.walker@azed.gov) or 602-542-3854.
- For other questions, contact the ESS Desk (602-542-4013) and leave a message for an ADE/ESS Transition Specialist